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ABSTRACT

The effectiveness of the educational efforts of the Ohio Cooperative Extension Service was studied. A random selection of two counties from each of the ten supervisory areas was used. Information was gathered by mail questionnaires sent to 1,000 randomly selected clientele from the 20 counties. Conclusions are: (1) The extension effectively displays enthusiasm in its educational efforts, maintains a good public image, and recognizes the problems and educational needs in each county. However, it does not rate well in selecting and using interesting methods of teaching its educational programs and involving the people it serves in its program planning. (CK)

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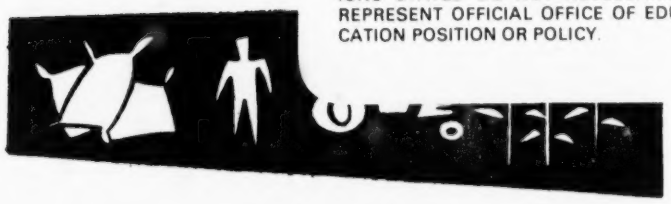
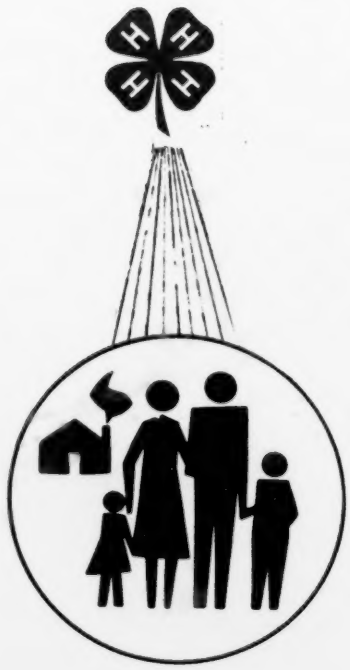


A Summary of the Dissertation:

AN APPRAISAL BY CLIENTELE OF THE OHIO COOPERATIVE EXTENSION SERVICE



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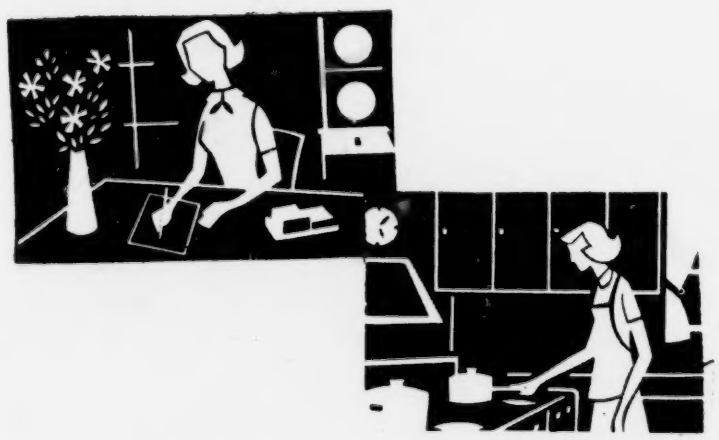

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Purpose of the Study

The general purpose of this research was to study the effectiveness of the educational efforts of the Ohio Cooperative Extension Service as observed and appraised by the following people:

1. Agricultural Producers
2. Off-farm Agribusinessmen
3. Home Economics Clientele
4. 4-H Program Advisors, Members and Members' Parents
5. Community Resource Development Leaders

Methodology

Since the Ohio Cooperative Extension Service serves clientele in ten Extension supervisory areas, it seemed appropriate to stratify the sample population by these areas. A random selection of two counties from each of the ten supervisory areas provided a stratified random sample of twenty counties from throughout Ohio.

The information utilized in this study was gathered by mail questionnaires that were sent to 1000 randomly selected clientele from 20 counties. This selection yielded 200 clientele from each of the previously mentioned five clientele groups.

The questionnaires consisted of six areas or segments:

1. Personal supplementary data regarding the clientele respondent.

2. Type of Extension contact and involvement data.

3. Appraisal by clientele of the effectiveness of various Extension education techniques.

4. Appraisal by clientele of how well the Ohio Cooperative Extension Service is attaining its educational objectives.

5. Personal views and opinions regarding the effectiveness of important tasks performed by the Ohio Cooperative Extension Service.

6. Personal views and opinions regarding Extension program.

Numerical rating scales were developed to assign values to each of these six segments of the questionnaires.

RESPONDENTS CLASSIFIED ACCORDING TO CLIENTELE GROUP, NUMBER OF RETURNED QUESTIONNAIRES AND PERCENTAGE OF RESPONSE

Respondent Group	No. of Respondents	Per Cent of Respondents
Agricultural Producers	129	18.6
Off-Farm Agr'l Business	138	20
Home Economics	135	19.5
Community Resource Development	131	18.9
4-H	159	23
TOTAL	692	100

Rationale

The educational efforts of the Ohio Cooperative Extension Service have resulted in great contributions to the welfare of the nation during the past fifty years. A factor that has contributed greatly to the impact of Extension's educational efforts was its dedication to teaching, based on, and concerned with the needs of its clientele.

The interests and needs of Extension's clientele are constantly changing in scope and magnitude. This change demands that the Extension Service carefully and continually appraise and reappraise its educational efforts, so that it may better serve and meet the educational needs of its clientele.

The various educational programs of the Ohio Cooperative Extension Service are being appraised continuously by its clientele. And, as long as the Ohio Cooperative Extension Service belongs to the people of Ohio, its faculty and administration should endeavor to utilize and make formal use of these informal appraisals. Appraisal by clientele is one means of ascertaining the effectiveness, status, and development of the educational programs conducted by the Ohio Cooperative Extension Service.

The success of the Ohio Cooperative Extension Service is dependent to a large degree upon the informal appraisals that exist in the minds of its clientele. These informal appraisals helped create the image that these clientele reflected in this study regarding the Ohio Cooperative Extension Service.

The utilization of this study should strengthen and improve the educational programs of the Ohio Cooperative Extension Service. The slightest improvement of the effectiveness of the educational efforts of the Ohio Cooperative Extension Service would yield great results due to the great importance and impact its programs have throughout the state

and nation. It has proven itself to be a unique and distinguished educational organization. This status, respect, and confidence is due in part to its dedication to the development of people, to the end that they, through their own initiative, may effectively identify and solve the various problems directly influencing their welfare.

The Cooperative Extension Service continually makes impressions on the people who have recognized its value and have become clientele. It seemed logical in designing an appraisal of the educational efforts of the Ohio Cooperative Extension Service to involve the clientele. This seemed of paramount importance since the clientele are the reason for the existence of the Ohio Cooperative Extension Service. Blare and Scott have strongly indicated that most studies regarding organizations have not included within the scope of analyses the publics directly in contact with the organization.[1]

CLIENTELE APPRAISAL OF THE OVERALL EFFECTIVENESS OF THE COOPERATIVE EXTENSION SERVICE'S EDUCATIONAL EFFORTS

Composite		Agr'l. Prod.		Off-farm Agri-business		Home Economics		Community Resource Div.		4-H	
Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.
3.64	640	3.46	124	3.49	129	3.68	115	3.65	121	3.89	151

[1] Peter M. Blare and W. Richard Scott, Formal Organizations: A Comparative Approach, (San Francisco: Chandler Publishing Co.) 1962, p. 74.

RANK COMPARISONS OF APPRAISALS BY ALL CLIENTELE GROUPS OF THE PERFORMANCE OF CRITICAL TASKS IN EXTENSION EDUCATION

	Composite Mean	Rank	Agr'l. Prod.	Off-farm Agri-Bus.	Home Econ.	Comm. Res. Dev.	4-H
Displaying enthusiasm in its educational efforts	3.73	1	3	6	1	1	2
Maintaining its public image	3.66	2	4	5	6.5	7.5	1
Recognizing the problems and Extension educational needs in the county	3.65	3	6.5	7	9	2	3
Looking for ways to do a better job of serving its clientele	3.62	4	2	3.5	4	10	4.5
Explaining information to its clientele	3.60	5	11	9.5	2	4	10
Publicizing its planned activities	3.59	6	1	13	10	12	6
Working with individual clientele to help with their problems	3.58	7	9.5	2	3	7.5	15
Using appropriate materials that are directed at the needs and interests of the people it serves	3.57	8	13.5	8	8	5	4.5
Attempting to better serve the educational needs of its clientele	3.56	9	8	3.5	5	9	11
Providing specialized information to its clientele	3.55	10	12	1	15	3	12
Planning and preparing for its educational activities	3.49	11.5	5	11	14	16	13
Understanding and providing educational programs to meet the educational needs of its clientele	3.49	11.5	9.5	15	12	15	7.5
Involving key leaders and organizations in the planning of its educational programs	3.48	13	6.5	9.5	17	11	14
Showing flexibility and the ability to adapt programs to changing circumstances	3.46	14	13.5	16	13	14	7.5
Demonstrating necessary technical knowledge and experience	3.45	15	17	12	11	6	17
Selecting and using interesting methods of teaching its educational programs	3.43	16.5	16	14	6.5	17	16
Involving the people it serves in its educational program planning	3.43	16.5	15	17	16	13	9

$W = .49$

$x^2 = 38.84^*$

*Significant at the .01 level

APPRAISAL BY CLIENTELE OF THE EFFECTIVENESS OF VARIOUS EXTENSION EDUCATION TECHNIQUES IN RELATION TO A COMPOSITE RANK AND RANKS BY CLIENTELE GROUPS

	Total Number of Respondents That Used:	Composite of all Respondents		Agr'l. Producers	Off-Farm Agr'l. Business	Home Ec.	Community Resource Dev.	4-H
		Mean	Rank	Rank	Rank	Rank	Rank	Rank
Bulletins	636	4.05	1	1	1	3	1	1
Newsletters	629	3.87	2	2	4	1	6	3
Office Conferences	462	3.72	3	7.5	3	10	2	5.5
Tours	479	3.70	4	3	6	5	7	7
Demonstrations	532	3.69	5.5	11	7.5	2	10	4
Local Community Meetings	528	3.69	5.5	13	13	9	12	2
County Meetings	531	3.65	7	7.5	10.5	8	8	8
Telephone Conferences	457	3.63	9	10	7.5	4	11	5.5
Area Meetings (Multi-County)	520	3.63	9	5.5	5	7	9	12
Series of Area Meetings to Study a Subject "in-depth"	420	3.63	9	4	2	11	5	14.5
Series of County Meetings to Study a Subject "in-depth"	433	3.59	11	5.5	9	13	3.5	13
Home and Business Visits	440	3.51	12	9	10.5	15	3.5	11
Newspaper Articles	614	3.49	13	12	12	6	13	10
Radio Programs	471	3.29	14	14	15	12	15	16
Educational Displays	494	3.17	15	17	16	17	16	14.5
Television Programs	295	3.16	16.5	16	17	14	14	17
State Meetings	284	3.16	16.5	15	14	16	17	9

W score = .69
x^2 value = 54.97*
*Significant at the .001 level

RANK COMPARISONS OF THE CLIENTELE GROUPS' PERCEPTIONS OF PROGRAM PRIORITIES

	Composite Mean	Composite Rank	Ag'l. Producers Rank	Off-farm Agribus. Rank	Home Econ. Rank	Comm. Reserve Dev. Rank	4-H Rank
4-H Youth Development	3.63	1	2	2	2.5	1	1
Soil and Water Conservation	3.55	2	3	3	2.5	3	2
Improving Farm Income	3.51	3	1	1	8	2	7.5
Pesticide Education and Emergency Preparedness	3.40	4	5	5	5	4	6
Marketing, Utilization, Distribution and Farm Supply	3.33	5	4	4	10	7	9
Food and Nutrition	3.31	6	7	9	1	9	4
Resource Protection and Environmental Improvement	3.30	7	8	6	7	5	3
Improved Family Living	3.27	8	6	8	4	8	7.5
Community Development	3.21	9	9	7	9	6	10
Recreation, Wildlife, and Natural Beauty	3.15	10	10	10	6	10	5
Forestry Production and Marketing	2.82	11	11	11	11	11	11

W score = .64
x^2 value = 32.17*
*Significant at the .01 level

A COMPARISON OF THE COMPOSITE RANKING OF PROGRAM PRIORITIES AND A RANK OF PLANNED EFFORT

	Program Priority Composite Mean	Program Priority Composite Rank	Man-Days of Effort Planned Rank
4-H Youth Development	3.63	1	1
Soil and Water Conservation	3.55	2	7
Improving Farm Income	3.51	3	2
Pesticide Education and Emergency Preparedness	3.40	4	8
Marketing, Utilization, Distribution and Farm Supply	3.33	5	5
Food and Nutrition	3.31	6	4
Resource Protection and Environmental Improvement	3.30	7	10
Improved Family Living	3.27	8	3
Community Development	3.21	9	6
Recreation, Wildlife, and Natural Beauty	3.15	10	9
Forestry Production and Marketing	2.82	11	11

$r_s = .59^*$

*Significant at the .05 level

Conclusions

The evidence provided by this research study and reported in the major findings, provided the basis for the following conclusions:

1. Extension bulletins, newsletters, and newspaper articles were the most often used techniques of Extension education.
2. Extension television programs and state Extension meetings were the least used techniques of Extension education.

3. The clientele of the Cooperative Extension Service felt that Extension was most effectively performing the following tasks:
   * Displaying enthusiasm in its educational efforts.
   * Maintaining its public image.
   * Recognizing the problems and Extension educational needs in the county.
4. The following tasks were ranked least effectively performed:
   * Selecting and using interesting methods of teaching its educational programs.
   * Involving the people it serves in its educational program planning.
5. The Extension clientele ranked the following program areas as the most important:
   1. 4-H Youth Development.
   2. Soil and Water Conservation.
   3. Improving Farm Income.
   4. Pesticide Education and Emergency Preparedness.
6. The Extension clientele ranked Forestry Production and Marketing as the least important program area.
7. The program areas: Soil and Water Conservation; and Pesticide Education and Emergency Preparedness were ranked substantially lower by man-days of effort planned than the composite ranking of priority.
8. The program areas: Improved Family Living, and Community Development ranked considerably higher by the man-days of effort planned than the composite ranking of priority.

9. The Agricultural Producers offered the lowest appraisal of the overall effectiveness of Extension's educational efforts.

10. The Agricultural Producers and Off-farm Agribusinessmen felt that Extension was best attaining the following educational objectives:

    * To help people understand how to utilize the knowledge of nutrition, feeding, soil fertility, and other cultural practices to improve the production of agricultural and horticultural products.
    * To help people understand how to utilize the knowledge of plant and animal breeding, selection, and care to improve the production of agricultural and horticultural products.
    * To help people understand how to utilize the knowledge of controlling diseases, insects, and pests to improve the production of agricultural and horticultural products.

11. The Agricultural Producers and Off-farm Agribusinessmen felt that Extension least effectively attained the following educational objectives:

    * To help people understand how to expand markets for agricultural products.
    * To assist people to have ability to develop specific projects to reduce or control pollution.

12. Based on the high composite ranking and low rank of man-days of SEMIS effort, Extension was receiving very effective and efficient results in assisting people in develop-

ing the ability to use soil and water conservation for a single purpose in management and development of their individual farm units for improved agricultural production and land use.

RANK COMPARISONS OF THE APPRAISAL OF EDUCATIONAL OBJECTIVES ATTAINMENT AND EFFORT EXPENDED

SEMIS Objectives	Rank of Effectiveness of Attaining Objectives by Agr'l. Producers	Rank of Effectiveness of Attaining Objectives by Off-farm Agr'l.-Business	Rank of Man-Days of Effort Expended
01	10	9	7
02	5	8	3
03	8	6	6
04	2.5	2	1
05	1	3	2
06	2.5	1	4
11	4	4	11
12	7	7	8
19	13	10	5
21	14	14	10
22	15	16	13
46	6	5	9
48	12	12	14
84	9	11	16
85	11	13	12
86	16	15	15

Agr'l. Producers with Off-farm Agr'l.-Business = r_s of .94*
Agr'l. Producers with Effort Expended = r_s of .67*
Off-farm Agr'l. Business with Effort Expended = r_s of .72*

*Significant at .01 level

13. The Extension Home Economics education program was best in attaining the following objective:

    * To assist individuals and families to achieve improved nutritional status through understanding of nutrition and the relationship of good eating habits to good health.

14. The least effectively attained objective of the Home Economics Extension education program was:

    * To assist families and individuals to understand the importance of home and community safety, the social and economic environment affecting use of their total resources as well as the community services and facilities that will enrich family life.

A COMPARISON OF THE APPRAISAL BY HOME ECONOMICS CLIENTELE REGARDING THE ATTAINMENT OF EDUCATION OBJECTIVES AND EFFORT EXPENDED

Objective	Mean Score	Rank of Mean Score	Rank of Man-Days of Effort Expended
38	3.92	1	1
63	3.63	2	3
65	3.39	4	2
67	3.26	6	4
69	3.15	7	7
71	3.44	3	5
46	3.33	5	6

15. The most effectively attained educational objective of the Community Resource Development Program was:

    * To assist people to become aware of community problems and the approaches for solving them.

16. The least effectively attained educational objective of the Community Resource Development Program was:

    * To assist people to understand basic principles of forest land management, conservation, and multiple uses as applied to small woodlots.

17. Based on the high ranking by clientele and low number of man-days of effort expended, Extension was receiving very effective and efficient results in assisting people to have ability to plan for and implement specific community industrialization projects to develop a competent labor force.

A COMPARISON OF THE APPRAISAL BY COMMUNITY RESOURCE DEVELOPMENT CLIENTELE REGARDING THE ATTAINMENT OF EDUCATIONAL OBJECTIVES AND EFFORT EXPENDED

Objectives	Mean Score	Rank	SEMIS Effort Rank
73	3.24	2	1
74	3.27	1	2
75	2.63	15	3
76	3.03	3.5	8
77	3.03	3.5	4
81	2.62	6	15
82	2.51	7	16
84	2.50	8	17

18. 4-H Program clientele appraised the overall effectiveness of the Cooperative Extension Service's educational efforts higher than any other clientele group.

19. The most effectively attained educational objective of the 4-H program was:

    * To have youth acquire knowledge and practical skills in science and technology.

20. The least effectively attained 4-H program educational objective was:

    * To help youth and adults already in positions of leadership develop the ability to become effective leaders.

A COMPARISON OF THE APPRAISAL BY 4-H PROGRAM CLIENTELE REGARDING THE ATTAINMENT OF EDUCATIONAL OBJECTIVES AND EFFORT EXPENDED

Objective	Mean Score	Rank	SEMIS Effort Rank
54	4.34	1	1
55	4.04	3	3
56	4.19	2	4
57	3.79	4	2

Recommendations

The following recommendations, based upon the findings of the study and the writer's judgment, are stated as guides to implement the conclusions of this study.

General

1. Maintain strong alliances with important clientele groups we have served and wish to continue to serve, while we are serving new clientele groups.
2. Select and use more interesting methods of teaching educational programs.
3. Involve more of the various clientele that are served in educational program planning.
4. Increase the input of man-days of effort to assist the general public and pesticide handlers and users to understand the need for as well as dangers of pesticides, with emphasis on user safety and safe food consumption.
5. Continue to emphasize the use of effective and efficient bulletin promotion and distribution.
6. Continue to improve and utilize newsletters as an effective technique of Extension education with all clientele groups.
7. Consider ways of improving the effectiveness of state meetings, television programs, and educational displays.
8. Urge County Extension Agents to utilize clientele appraisals in their counties.

Agricultural Producers and Off-farm Agribusinessmen

1. Utilize the findings of this research and other related research to improve the appraisals by agricultural producers and off-farm agribusinessmen of the overall effectiveness of the Cooperative Extension Service.
2. Utilize every reasonable means to involve off-farm agribusinessmen in Extension activities and make them better informed regarding the role of the Cooperative Extension Service.
3. Utilize more series of area meetings to study subjects "in-depth," with agricultural producers and off-farm agribusinessmen.
4. Utilize more educational tours with agricultural producers.
5. Utilize every possible means to improve and strengthen the image of the Farm Records Analysis Program.
6. Utilize every possible means to improve and strengthen the image of the Dairy Herd Production Records Program.
7. Improve the effectiveness of helping people to understand how to improve marketing and distribution systems.
8. Improve the effectiveness of helping producers of agricultural products to develop the ability to become more effective in marketing operations.
9. More effectively demonstrate technical knowledge and experience with agricultural producers.

Home Economics Clientele

1. Involve more key leaders and organizations in planning Home Economics educational programs.
2. Continue to use and improve demonstration techniques with Home Economics clientele.
3. Increase the input of man-days of effort to help individuals and families understand improving the health of family members so family members will employ good health practices.
4. Improve the effectiveness of assisting individuals and families to develop the ability to more effectively select, buy or construct, and maintain family material possessions.
5. Improve the effectiveness of assisting individuals and families to develop understanding to improve interpersonal relationships and family communications resulting in more satisfying family life.

Community Resource Development Clientele

1. Utilize more series of area and county meetings to study subjects "in-depth" with Community Resource Development clientele.
2. Utilize more office conferences and business visitations with Community Resource Development clientele.
3. Improve the planning and preparing for Community Resource Development educational activities.
4. Develop a better understanding of the educational needs of Community Resource Development clientele and provide educational programs to meet those needs.

5. Improve the effectiveness of assisting people to have ability to plan and implement specific projects to improve community facilities and services.
6. Increase the input of man-days of effort to assist people to have ability to plan for and implement specific community industrialization projects and to develop a competent labor force.

4-H Program Clientele

1. Continue to use and improve demonstration techniques with 4-H Program Clientele.
2. Increase the input of man-days of effort to assist youth to acquire the breadth and depth of understanding and to develop personal attitudes toward self and others which would most likely lead to responsible citizenship.
3. Increase the effectiveness of helping youth and adults and those already in positions of leadership to develop the ability to become effective leaders.
4. More effectively demonstrate technical knowledge and experience with 4-H Program Clientele.
5. Work with more 4-H Program Clientele to help them with their problems.
6. Provide new 4-H projects in the areas of Resource Protection and Environmental Improvement.
7. Expand the 4-H project opportunities in the areas of Recreation, Wildlife and Natural Beauty.
8. Improve 4-H project opportunities in the area of Soil and Water Conservation.

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